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THE WOODROW WILSON NATIONAL FELLOWSHIPS

Past & Present

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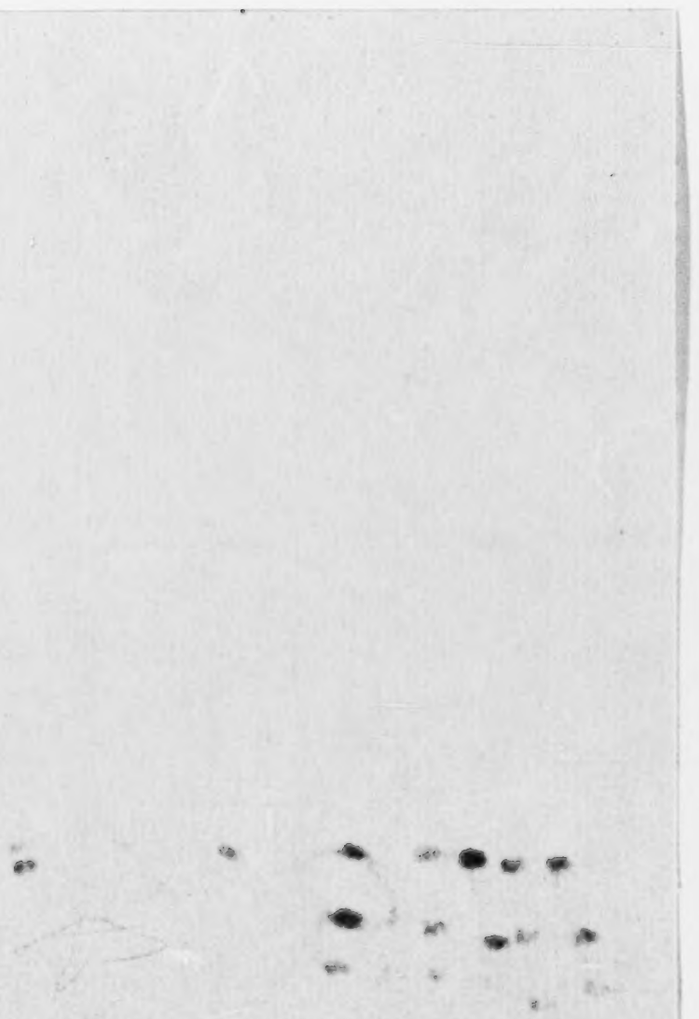
A HANDBOOK OF INFORMATION



THE
WOODROW WILSON
NATIONAL
FELLOWSHIP FOUNDATION

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THE
WOODROW WILSON
NATIONAL
FELLOWSHIPS

Past & Present

A HANDBOOK OF
INFORMATION

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

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FOREWORD

This booklet was written by several members of our staff, notably Frank Wadsworth and Donald Gray. It attempts to answer questions asked by faculty members and fellowship candidates about the Foundation's past and present activities. Although the program's policies have been flexible to meet varying conditions, in the fourteen years of its existence its purpose has never changed: to recruit highly qualified men and women to the profession of college teaching.

The program itself has no independent endowment. Its earlier work was made possible only through the full financial support of several other foundations mentioned in the text. Its present activities are supported in full by the Ford Foundation.

Hugh Taylor
Hans Rosenhaupt

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History of the Program

I. AT PRINCETON UNIVERSITY

LATE in 1945, when American colleges and universities were being called upon to admit vast numbers of returning servicemen and birth rates were beginning to soar, many educators realized that the demands made upon our institutions of higher learning would continue to increase. Among the first to foresee a serious shortage of qualified college teachers was Whitney J. Oates, Chairman, Department of Classics, founder of the Special Program in the Humanities at Princeton University, and an ex-marine officer. Through his multiple role as teacher, advisor, and ex-serviceman, Professor Oates came to know a large number of returning veterans. He realized that many of them possessed the rare qualities of mind and heart needed in scholar-teachers, but he also observed that a large percentage chose careers in law, medicine, engineering, government, or business. He believed that a year's exposure to academic life on the post-graduate level might induce some of these students to enter college teaching. If such an experiment were undertaken, he thought, men of intellectual distinction and unusual richness and variety of experience could be brought into the profession.

To further this aim Professor Oates and Princeton's Graduate Dean, Sir Hugh Taylor, procured from Princeton alumni and friends sufficient funds to establish four first-year graduate fellowships. With an energy best described as a cross between missionary fervor and Marine Corps tenacity, Mr. Oates began to search for young men whom he could "save" for teaching. In his zeal he sometimes

went beyond the veterans already returned to the Princeton campus and once telephoned a fellowship offer to a young man still walking the decks of a Navy destroyer. The first recipients of the awards were called *Kemp Fellows*, after the donor of the first stipend; but the name was soon changed to *Woodrow Wilson Fellows*, to honor a great President of Princeton and the United States, and to emphasize the program's devotion to Woodrow Wilson's ideal of attracting men of outstanding qualities to the teaching profession. One of the four original fellows was Robert F. Goheen, a recently released lieutenant-colonel seriously considering a career in the State Department, and now President of Princeton University.

The Woodrow Wilson Fellowships were unique in several respects. They were designed for students who were not at the time committed to academic life; they were awarded only upon nomination by a faculty member, not by direct application from the student; and they were given only to students in the humanities or social sciences. These areas of learning, so critical to the winning of the peace, had been somewhat neglected during World War II.

In the second year of operation the number of fellowships rose to twenty, and in the next year fellows were studying on campuses other than Princeton's. In the academic year 1952-53, which marks the end of the first phase of its development, the Woodrow Wilson program, under the direction of Courtney Smith, now President of Swarthmore College and then a member of the English Department at Princeton, was able to make thirty-six awards. As before, grants were designed to support a first year of graduate study free of financial pressure. They now provided not only for the fellow's tuition and living expenses but also for his dependents.

Although many Woodrow Wilson fellows of this period had, at least tentatively, considered careers other than college teaching, an encouraging number were directed into doctoral programs and the teaching profession through the granting of the fellowship. Of the 137 fellows appointed during this phase, the Foundation has current information on 126, two of whom are deceased. Of the remaining 124, seventy-three hold positions in college teaching or administration; six are still pursuing graduate studies; and five others are teaching in secondary schools. Two members of this early group are in the armed forces, sixteen in business, four in law, eight in government, two in independent writing and research, two in industrial research, and one in medicine. There are also two editors, a reporter, a housewife, and a concert pianist.

II. A NATIONAL PROGRAM

Even before 1952 Professor Oates and Dean Taylor had succeeded in interesting the Association of American Universities in the achievements of the Woodrow Wilson program and in its possible operation on a national scale. In the fall of 1952, after John Gardner of the Carnegie Corporation had pledged half a million dollars to support an increase in the number of fellowships, the program was taken under the sponsorship of the Association of Graduate Schools (AGS) of the Association of American Universities. Thus the fellowships entered a second phase of development and became truly national in scope.

In the succeeding years generous aid from the Carnegie Corporation and from the Rockefeller Foundation's General Education Board, supplemented by yearly grants from the Pittsburgh Plate Glass Foundation, enabled the

program to offer an increasing number of awards to men and women throughout the United States and Canada. In the academic year 1956-57 the fellowships totalled 162. During this period of expansion the director, Professor Goheen, began to emphasize early identification and encouragement of promising students who might be potential Woodrow Wilson fellows. For the first time fellowships were offered to undergraduates who had already chosen careers in college teaching at the time of their nomination. The undecided candidate still remained a prime concern of the Foundation.

Professor Goheen and his colleagues also introduced new methods of selection. In the early years fellows had been appointed rather informally; now organized screenings and interviews were conducted by regional selection committees. These committees consisted typically of four professors known for their scholarship and their interest in recruiting for the profession. Among the hundreds of men who gave their services were Roy Nichols of the University of Pennsylvania, Francis Rogers of Harvard, Sidney Painter and C. Vann Woodward of Johns Hopkins, Jacques Barzun of Columbia, Robert Lumiansky of Tulane, Arthur Mizener of Cornell, Fredson Bowers of the University of Virginia, John Dodds of Stanford, Samuel Monk of the University of Minnesota, and Norman Pratt of Indiana University.

During the second phase of the program 726 men and women studied with Woodrow Wilson awards. In addition 119 students accepted grants from other sources, thus becoming Honorary Fellows, and 52 others postponed their fellowships for military service. Of this total number of 897 appointees 165 are now in college teaching or administration; 22 are teaching in secondary schools;

and 451 are still pursuing graduate studies. This group constitutes 70 percent of the total. One hundred forty-six are in various other vocations, including 22 in the armed forces. There are 110 whose current status is unknown, and three are deceased.

III. EXPANSION UNDER THE FORD FOUNDATION

Despite the continued success of the Woodrow Wilson program on a national scale, Professor Oates realized that an even greater effort was necessary if the estimated future need for college teachers was to be met. With his Princeton colleague, Professor Goheen, and Dean Lewis Hammond of the University of Virginia, Chairman of the AGS fellowship committee, he began to search for further financial support two years before the grants from the Carnegie Corporation and the General Education Boards were due to expire. In the Ford Foundation, with its traditional concern for the problems faced by American education, they found a sympathetic interest. After a series of conferences between Woodrow Wilson representatives and Clarence Faust, Philip Coombs, and other officials of Ford's Fund for the Advancement of Education, the Ford Foundation agreed to underwrite an ambitious program for recruiting college teachers. In the spring of 1957 it made a grant of $24,500,000 to the Woodrow Wilson Fellowship Program, with the stipulation that this sum was to be used over a five year period to intensify the recruiting of college teachers and to provide one thousand fellowships per year.

While the negotiations with the Ford Foundation were taking place, the officers of the Woodrow Wilson Fellowship Program moved their headquarters to the University of Michigan, in order to emphasize the

national character of their operations. With the move Professor Richard C. Boys of the English department at Michigan became National Director.

In the fall of 1957, newly incorporated as the Woodrow Wilson National Fellowship Foundation, the program began its first year under the Ford grant. Although the aims of the fellowships remained unaltered, several significant operational changes were made at this time. One of these was the extension of grants to students in the physical and biological sciences, where the need for qualified college teachers was keen. Professional fields such as law, medicine, and engineering continued to be excluded.

The Ford funds also provided the solution to another problem—that of giving assistance beyond the first year of graduate study. In place of a second-year award the Foundation decided to present to the institution at which each fellow enrolled the sum of $1,500 to support, past the first year, graduate students who had shown an interest in college teaching. The money was not earmarked for continuing Woodrow Wilson fellows, since the Foundation was confident that its fellows would be able to compete successfully. In addition to the $1,500 for each fellow registered, the Foundation also decided to grant $500 in unrestricted funds to the graduate school concerned. These funds were meant to strengthen graduate education in general and have been used for such specific purposes as providing counseling services and travel funds for graduate students.

After seeing the newly expanded program successfully through its first year, Professor Boys resigned as National Director to return to teaching and writing. In 1958 Sir Hugh Taylor, recently retired as Dean of the Graduate School at Princeton University, became

the first President of the Foundation, and Dr. Hans Rosenhaupt, who had for ten years been responsible for graduate admissions at Columbia University, was appointed National Director. The national headquarters returned to Princeton, New Jersey, in the summer of 1958.

Of the more than 3,000 Woodrow Wilson fellows elected since the program began, well over 2,000 were appointed in the last three years, and because most are still in the midst of their graduate studies, they should not be included in an evaluation of the program's contribution to the teaching profession. It may be noted that of the 2,330 fellows appointed during these years, 1,958, or 84 percent, will be pursuing graduate studies in the academic year 1959-1960. This does not include 77 who are already teaching either in college or secondary school.

The Present Program

I. THE FOUNDATION

THE Woodrow Wilson National Fellowship Foundation is a tax-exempt corporation administered by a board of trustees, of which Mr. Cleo F. Craig, former Chairman of the Board of American Telephone and Telegraph Company, is Chairman, and President Nathan M. Pusey of Harvard University is Vice-Chairman. The fourteen trustees are drawn from all regions of the country and represent many professions and occupations. Although the Woodrow Wilson National Fellowship Foundation derives practically all its financial support from the Ford Foundation, it is administratively independent. The Ford Foundation is not represented on its board of trustees, and in developing its policies, it

is bound only by the original letter of grant which provides a broad outline for the Foundation's budget. Naturally the officers of the Woodrow Wilson National Fellowship Foundation seek the advice of their colleagues in the Ford Foundation on major policy matters.

II. OBJECTIVES

The main objective of the Woodrow Wilson National Fellowship Foundation—to attract men and women of promise to the academic profession—has not changed since the program was conceived by Whitney Oates in 1945. The Foundation seeks to achieve this objective in two ways. The first, and most obvious, is the granting of fellowships for first year graduate study. The second is to stimulate and encourage college and university faculties to think seriously about recruiting for the teaching profession. Since each year during the next decade an estimated 30,000 new college teachers will be needed, recruiting in general makes a far more significant contribution toward an alleviation of the shortage than simply awarding 1,000 fellowships. Individual professors who identify and encourage potential teacher-scholars assure the continuity of their own profession. Some professors are particularly keen on attracting to the profession those students who are doing outstanding academic work, while others choose candidates more for their promise than for past performance. Occasionally students have been identified as potential college teachers simply on the basis of a paper showing original insight, or because of certain qualities such as empathy or ability to arouse enthusiasm.

By making available a thousand fellowships yearly, the Foundation encourages individual instructors and professors to keep a constant

watch for promising students who might be directed towards teaching careers. With the Woodrow Wilson nomination available as a concrete form of encouragement, faculty members can seek out potential college teachers early in the undergraduate years and help them develop candidates for admission to graduate schools. The brilliant undergraduate scholar whose talents have bloomed early will usually find his way to a Woodrow Wilson nomination; but the student who starts slowly may be lost in the shuffle unless his teachers are reminded that such a person may become as valuable an addition to the teaching profession as his more glamorous classmate. Students who show lower averages because they have selected difficult courses also need to be identified by faculty members. The Foundation's selection committees, realizing that a superior undergraduate record is not the only indicator of post-graduate success, are always willing to take calculated risks by appointing a few fellows on the basis of promise rather than past performance. They encourage *all* candidates irrespective of their success—there are usually about four unsuccessful to every successful competitor—to consider seriously a career in college teaching. Eighty percent of 400 unsuccessful candidates in the 1957 competition whose careers were studied in detail were found to be attending graduate schools in the fall of 1958. A good number of the rest were planning to enter graduate school after earning enough money to do so.

The program early each March publishes a list of competitors who were awarded honorable mention. Many graduate schools use this list in recruiting; thus many candidates who failed to win a Woodrow Wilson Fellowship receive offers of institutional fellowships and assistantships.

The Foundation has recently undertaken several projects designed to recruit for the college teaching profession and to assist students in completing their graduate education. One of these is the sending of a letter to some 20,000 Certificate of Merit winners in the National Merit Scholarship program, pointing out the rewards of a college teaching career and urging these young people to consider it as a possible life's work. The Foundation has obtained the services of Dr. Roy Heath, through whose efforts the University of Pittsburgh established an ingenious program for identifying and guiding undergraduates of great merit. Dr. Heath, on behalf of the Foundation, introduces other institutions to the so-called Pittsburgh Plan.

The Foundation is planning a special program for a limited number of candidates who show great promise but need an additional year of undergraduate training before they will be prepared to enter graduate school. The Foundation's officers are also studying ways of improving the financial situation of graduate students who have satisfied all of their requirements but need further support for completion of the doctoral dissertation.

III. ADMINISTRATION

CAMPUS REPRESENTATIVES

Those who participate in the administration of the Woodrow Wilson National Fellowship program are drawn entirely from the academic ranks, and most are employed in full-time teaching or administration. In recruiting, for example, almost 1000 volunteer representatives on campuses throughout the United States and Canada provide the most important assistance.

These Campus Representatives ensure that no prospect for a college teaching fellowship is overlooked in the annual Woodrow Wilson competition. The techniques necessarily vary from one campus to another, according to differences in size, administrative organization, and local circumstances. Every Campus Representative sees to it that each of his colleagues is advised or reminded of the program early in the fall, so that the nomination deadline will be observed. He distributes the annual Woodrow Wilson Announcement directly to other faculty members, or indirectly through the department heads, and, whenever possible, he prepares newspaper notices and gives talks to faculty meetings. Some representatives utilize a system of cross-checking to eliminate oversights. Using a Dean's list, a grade-point-average list, or a class ranking list to spot potential candidates, they call or send a note to these students' advisors inquiring if they have considered making nominations for the Woodrow Wilson competition. Any system for the early identification of superior students helps achieve the program's objectives, since the earlier a good prospect is identified, the more likely he will consider a career in college teaching. If the college has special courses for superior students, the Woodrow Wilson representative keeps in close touch with those students and their faculty sponsors. Cooperation with any existing committee on graduate fellowships is another obvious technique.

Campus Representatives are also prepared to advise any faculty member or nominated student on all stages of the Woodrow Wilson competition. Moreover, since each year some students are eliminated from the competition because they missed deadlines, the Woodrow Wilson representative often maintains a check on the several steps in the application pro-

cedure—information form, transcripts, letters of recommendation, autobiography—to ensure that the candidate's dossier will be complete at the prescribed time.

When a candidate is invited to an interview by a Regional Selection Committee he may find that the interview date conflicts with local obligations, or he may have financial or travel problems. In such cases the Campus Representative serves as a middle-man for the Regional Selection Committee, the student, and the college. Once the Woodrow Wilson awards have been made, the Institutional Representative sees that the winners from his college receive recognition through local publicity sources and on campus honors lists. Some representatives arrange informal meetings where successful candidates discuss the competition experience with a group of prospective nominees for the following year. Others give special attention to the unsuccessful nominees by suggesting other possible sources of aid.

NATIONAL REPRESENTATIVES

In 1957 Professor Roger McCutcheon, Dean Emeritus of Tulane's Graduate School, was asked to represent the Foundation in the South. Since then six additional National Representatives have been added to the Foundation's staff: one for the Middle Atlantic States, two for the Mid-West, one for New England and Canada, one for the Far West, and one at-large.

The National Representative is in a sense the Foundation's ambassador to the approximately 1000 colleges and universities whose students annually compete for the Woodrow Wilson fellowships. Since recruiting of potential college teachers is the Foundation's chief objective, he makes sure that college

administrators and individual faculty members are continually and actively aware of the Woodrow Wilson National Fellowship program. This he does by frequent visits to the campuses in his geographical area and by correspondence with administrators and the Foundation's own Campus Representatives. Realizing that the key figure in the nomination of potential fellows is the classroom professor, the National Representative tries to see as many of these faculty members as he can. Through group meetings usually for faculty, occasionally for interested prospective candidates, and through conferences with department heads or committees on graduate study and fellowships, he stresses the importance of early identification and encouragement of undergraduate interest in college teaching, advises the faculty about fellowship opportunities in general and the aims of the Woodrow Wilson program in particular, and discusses problems of nomination and selection. Working in cooperation with the Regional Selection Committees and Campus Representatives, the National Representative provides liaison between the Foundation and the individuals and institutions participating in the fellowship program.

NATIONAL HEADQUARTERS

At National Headquarters, in Princeton, New Jersey, a small staff, headed by the President and the National Director, administers the yearly competition and maintains correspondence with the elected fellows and the graduate schools concerned. A research section studies the various aspects of past and future operations and prepares background material on the Foundation's objectives.

The National Representatives, the Regional Chairmen and committee members, and the Campus Representatives make up the Foun-

dation's official recruiting force. The most important work, however, is done by several thousand faculty members who identify potential teacher-scholars among their students and encourage them to enter the academic profession through nomination for Woodrow Wilson fellowships.

REGIONAL SELECTION COMMITTEES

At the heart of the Foundation's activities are the fifteen Regional Selection Committees composed of men and women who are themselves experienced and distinguished scholar-teachers. Chairmen and committee members are appointed for terms of one year and may succeed themselves. Currently serving are a few who have been connected with the program since its beginning, including some members who have themselves held Woodrow Wilson fellowships. All members are chosen through an informal process, generally with the advice of Regional Chairmen and National Representatives. Most members are active teachers, and a few hold administrative posts, usually combined with teaching. All are chosen for the selection committees because of their dedication to their profession. The chairman of each committee is responsible for administering the machinery of selection in his region. He is assisted by a varying number of members, depending upon the size of the region. The composition of the committee is as representative as possible of the region's colleges and graduate schools and of various fields of learning. Many committees have at least one woman member.

On the basis of written applications and personal interviews, the committee selects a slate of fellows and another of regional alternates, in accordance with procedures outlined further on page 29. The actual number se-

lected depends upon the regional quota, which is based on the particular area's share of the national total of baccalaureate degrees in the disciplines concerned. The committee bases its selection upon its estimate of the candidate's promise as scholar and teacher and upon its estimate of his degree of interest (not necessarily his commitment to) teaching as a career. While the committee is always aware of the quality and variety of the intellectual disciplines represented by the candidates and of the institutions from which they have been nominated, these factors are of less importance in the selection process than the prospective fellow's own qualifications for the award.

Selection policies and methods may differ in different regions. All committees realize that solid knowledge of at least one foreign language is a prerequisite for graduate study; some committees, as a matter of policy, eliminate from serious consideration all candidates whose language preparation is deficient. In special instances, where other criteria for distinguishing between particular candidates do not suffice, the student's interest in a sensitive area such as economics (at present in need of strengthening) may become the decisive factor. Similarly, in cases of equal merit, a candidate in the natural sciences (where post-graduate support is strong) may be passed over in favor of one in the humanities or social sciences. No formal policy about the percentage of women who may hold fellowships has ever been set, and the committees may appoint as many women students as they wish. In actual practice, however, the number of women fellows usually accounts for about 25 percent of the total roster of fellows elected annually. Because the selection procedure is flexible and because the selectors are more concerned with the candidates

and their qualifications than with the institutions and disciplines represented in the competition, it is possible for a college to present several winning candidates in one year and none in subsequent elections.

The men responsible for the Woodrow Wilson fellowships believe that there is no set pattern for determining a potentially successful or effective teacher and that no set of specifications from a central administrative body can achieve a meaningful enrichment of the profession. They ask academic men and women who have themselves attained significant success as teachers to evaluate the candidates' promise, not only on the basis of written information but through intensive scrutiny in personal interview.

Terms of the Fellowships

THERE is no "typical" Woodrow Wilson fellow. Most of the men and women selected are young, but a few interrupted their education for several years before entering the Woodrow Wilson competition, and an occasional fellow may be well into middle age. Among recently elected fellows have been a mother of eight children, a 38 year old former motel owner, a 44 year old one-time civil servant, and a veteran of German origin, who had been a prisoner of war in Russia.

I. ELIGIBILITY AND NOMINATION

There is no restriction on the number of years a candidate may have been away from academic life at the time of his nomination. Selection committees find that an increasing number of nominees have already decided

upon college teaching as a career. Like the original group of fellows, however, some candidates consider teaching as one of several possible careers.

In the opinion of their selectors all Woodrow Wilson fellows have demonstrated such qualities necessary for effective teaching at the college level as scholarship, interest in people, originality of mind, and ability to convey intellectual excitement. Naturally the weight given to any one of the qualities will vary according to the views and the composition of the selection committee.

Aside from certain general qualifications, a number of specific eligibility requirements are set. The fellowships are limited to those disciplines traditionally considered part of the liberal arts curriculum—the humanities and social sciences—and to a few peripheral disciplines now taught within the liberal arts framework. In exceptional cases candidates who intend to major in a science are considered, but only when they show particular interest or aptitude in teaching at the college level. In cases when doubt about eligibility for nomination exists, the Regional Chairman or the National Director should be asked for an opinion.

At the time of nomination candidates must be citizens of the United States or Canada, or in the process of becoming so. Occasionally a candidate may have taken a limited amount of instruction at the graduate level, but in no case will a nominee be considered if he has taken or plans to take so many graduate courses that he would be enrolled as other than a first-year graduate student during his fellowship year. College graduates who have previously done work in professional or any other fields are eligible if they have to begin graduate study in their new field at the first-year level. College graduates in the Armed

Forces are eligible if they are free to enter graduate school in the year following their nomination.

The Foundation asks no promise from the candidate that he will become a college teacher. It considers the first year in graduate school as an experimental year for those who are not sure of their choice of profession. Nevertheless, candidates who accept a fellowship should feel that a career in college teaching represents at least a possibility for them. They should also be prepared to devote full time to their studies. The National Director will authorize a limited amount of teaching or other work, not to exceed eight hours a week, when such work is undertaken to further a fellow's graduate education and does not interfere with normal study. Only in exceptional circumstances is a fellow permitted to continue graduate studies at his undergraduate institution.

A Woodrow Wilson fellow is expected to use his fellowship during the academic year for which it is awarded. If, however, he must fulfill his military obligation before continuing his studies, the fellowship is postponed until he is ready to enter graduate school. If an elected fellow chooses to accept another fellowship such as a Fulbright Grant or National Science Foundation fellowship, he is designated an Honorary Fellow, without stipend. A fellow who held another fellowship abroad in his first year of graduate work may be reinstated as an active Woodrow Wilson fellow the following year, provided he receives less than a full year of graduate credit for the work done abroad.

II. STIPENDS

The Woodrow Wilson fellowships carry cash awards commensurate with other distinguished post-graduate grants at the same

level. There are also dependency allowances for wife and children. A fellow may not hold another fellowship concurrently unless special permission has been obtained from the National Director. Generally, such permission is granted when the second fellowship amounts to less than $1,000. Veterans' benefits may be accepted by fellows. The Foundation pays graduate tuition and fees for the fellow directly to the institution attended. If a fellow is required to take undergraduate courses to make up a deficiency in his record, he is expected to pay for such extra instruction.

Awarding the Fellowships

I. THE SELECTION PROCEDURE

No student may apply for a Woodrow Wilson fellowship; he or she must be nominated in a written communication to the Regional Chairman. Any member of a college teaching faculty may nominate candidates. While the Regional Selection Committees welcome reports from administrative officers, they prefer nominations directly from faculty members. The committees set no quotas for particular institutions, and administrative officers should not try to limit the teaching faculty's initiative in identifying and nominating candidates. Since roughly one out of five nominees receives an award, the number of candidates from a given college may well be five or even ten times as great as the number elected from the college in a previous year. The nominator need not try to persuade a nominee to consider a college teaching career. The letter

from the Regional Chairman inviting the nominee to consider himself a candidate makes the point that the nomination itself should encourage him to prepare for such a career. Clearly the teacher nominating a candidate accepts a responsibility that does not end with the nomination. Ideally he should be well informed about the student before he makes the nomination and should encourage him to consider graduate study irrespective of his success in the competition. The faculty sponsor should help the candidate decide which professors to ask for recommendations, explain to him something of the nature of the required autobiographical statement, and discuss with him the implications of graduate study and the various institutions at which he might profitably undertake such training. Should his candidate be called for an interview, the nominator might well attempt some encouragement in advance, pointing out that a Woodrow Wilson interview is not a doctor's oral examination and that the teacher interviewers are as anxious to help the student as he is to impress them.

When the Regional Chairman receives a nomination (which may be a brief statement on a post-card or a longer letter of recommendation), he sends the student an invitation to declare himself a contender for a Woodrow Wilson fellowship. If the student wishes to become an active candidate, he completes the information blank and returns it to the Chairman. Then, in consultation with his nominator and other instructors and, if additional advice is needed, with the Woodrow Wilson Representative on his campus, he decides upon the persons who will write letters of recommendation for him. This is an important decision for the candidate. Sometimes the letters are written too late to have any effect, or are not written at all; some-

times they are uninformative; occasionally they contain no more than a single sentence or are completely uncritical. The selection committees especially appreciate informed comment or evaluation of the candidate's ability in the proposed area of graduate study.

Equally important in the selection procedure is the candidate's autobiographical statement. In writing it, he should keep in mind that the selection committee is trying to assess both the nature of his experience as a human being and the quality of his mind. The statement should describe some of the significant events of his life and at the same time constitute a sort of intellectual autobiography. It should be carefully prepared, expressed in good English, and neatly written or, preferably, typed. Writing his autobiography can be a valuable experience for the candidate, for it invites him to reflect deeply on his past and future.

The letters of recommendation, autobiographical statement, transcripts of record, and other material constitute the candidate's dossier submitted for study to the members of the Regional Selection Committee. After discussion the committee invites the most promising applicants to an interview, generally held on a week-end early in January and at a location convenient to most candidates. The cost of transportation to and from the interview is borne by the Foundation. Those candidates not invited to the interviews are notified of their standing by the Regional Chairman in a letter which encourages them to continue to think of graduate study and of teaching as a career. All selection committees realize that they cannot interview every candidate. The criteria by which candidates are chosen for interviews are many. They include the nature and distinction of the undergraduate record, the enthusiasm and

authority of the supporting recommendations, and the impression made by the candidate himself in his written statement.

Interviews are generally held at universities or colleges, or sometimes in hotels, and take between fifteen and thirty minutes. The interview, it bears repeating, is not a doctor's oral examination and tends to take its own natural and profitable direction. The Chairman tries to keep the atmosphere informal and to ensure that at least one committee member is versed in the candidate's field of knowledge. Depending upon the regional circumstances, the number of interviewers will vary from three or four to perhaps double this figure.

Although the interview is of major importance to the candidate's success (and no person is awarded a Woodrow Wilson fellowship without one), the student should approach it in a relaxed manner. He should not try to guess in advance what questions may be asked, for there is no set pattern. The interview is only one of several sources of information available to the committee, and the line of questioning will aim at filling various gaps in the written material. With one candidate it may be a matter of contradictory evaluations in the letters of recommendation; with another, of probing further into his attitude towards a professional career. A third may have given indication of narrowness of interest; a fourth may have been described as able but lacking in a sense of humor or in the ability to see his own accomplishments in a proper perspective. There may be no doubt about the quality of the undergraduate preparation of some students; others may seem poorly prepared to enter the graduate schools they have chosen. With each candidate the committee is trying to find evidence of a keen mind, sufficient training, breadth and sympathy of vision, an urge to share experience with others, and a sense of excitement in the prospect of

continued study in the field of his choice.

The final stage in the selection of a Woodrow Wilson fellow is two-fold. The Regional Committee prepares a slate of names of candidates interviewed, totalling 70 percent of its required quota. These names are sent to the National Director, who, on the committee's recommendation, designates them Woodrow Wilson fellows and begins the task of helping them gain admittance to graduate school. Another slate of names representing 60 percent of the regional quota is also prepared and labelled "Regional Alternates." These names are also sent to the National Director, who submits the dossiers and reports of the interviews from the fifteen regions to the National Selection Committee, which meets at the National Headquarters in February. This committee, composed chiefly of graduate school deans and a few professors, further screens the alternates, without regard for their regions, until the national quota has been filled. Under this method of screening, some regions may exceed their theoretical quota by 30 percent, and others may fall short by a like amount; but the method assures a final selection utilizing both regional and national criteria. Successful fellows are notified of their election as soon as possible after the National Committee has met, usually by March 15th. All persons whose names have been forwarded to Princeton have been so informed earlier, and those candidates rejected at the interview level are also notified. The individual candidate does not learn whether his name has been forwarded to the National Director as an elected fellow or as a regional alternate.

II. CHOICE OF GRADUATE SCHOOL

One of the subjects that every student is asked to discuss with the Selection Committee is his choice of graduate school. In the

past many candidates have exhibited a lack of reliable information about the sources of graduate instruction and have confined their choices to a few large, well-known schools on reasoning that frequently does not stand up under thoughtful analysis of the individual student's needs. It is the responsibility of faculty nominators to discuss this subject at length with their candidates, but some fail to do so, and others do not themselves have the information necessary to make such a discussion profitable. In such instances the candidate should turn to the Woodrow Wilson Representative, who has graduate study information provided him by the Foundation.

Among the factors which ought to be considered in choosing a graduate school are the size and competence of the faculty in specific areas, its availability to the student, the accessibility of facilities for graduate study, the nature of the student's particular interests, his undergraduate preparation, and often his own social and psychological problems. A candidate, for example, before choosing a "prestige" school might gather specific information about the faculty, courses, and facilities in his department at that school. He should also know that fellowship or assistantship support beyond the first year can often be found more easily at schools other than those of "prestige" rating. Finally the student should understand that the first year of graduate work may be profitably undertaken at a graduate school other than that at which the Ph.D. is earned. Since the members of the Regional Committees can at best only give thoughtful advice, the student should obtain as much help as possible in making his choice of a graduate school. A letter on this subject is sent by Sir Hugh Taylor, President of the Foundation, to all Woodrow Wilson nomi-

nees. It is accompanied by a listing of graduate schools at which Woodrow Wilson fellows have in the past undertaken graduate work.

III. THE ANNUAL ANNOUNCEMENT

In the fall of each year the Foundation distributes a memorandum giving the details of the forthcoming competition. The announcement contains up-to-date information about the size of stipends, dead-line dates for nominations and candidacy, names and addresses of Regional Chairmen, and other pertinent matters. Regional Committee members and Campus Representatives are provided with a supply of these notices as soon as they appear. Each nominee receives a copy from the Regional Chairman. Questions raised by the information in this brochure should be directed to the Regional Chairman or the National Director.

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WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

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